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ABSTRACT

Major aspects of an instructive model for the development and maintenance of a school-to-school partnership between a school in the United States and an American school overseas are described. The program's rationale includes (1) recognition of the need to provide equal educational opportunity for American youth wherever they live, (2) the potential for American sponsored schools overseas to serve as models of comprehensive educational programs, and (3) mankind's need to develop world understanding in an increasingly interdependent family of nations. Specific program objectives are outlined, a planned approach to initiating a project is explained, administrative relationships are defined, and substantive suggestions are made for building an effective school-to-school program. (JK)

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Developing School-to-School & Projects

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE

OFFICE OF EDUCATION

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*American Association
of School Administrators*

1201 Sixteenth Street, N.W.
Washington, D. C. 20036

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Foreword

From Pennsylvania to the Dominican Republic, Massachusetts to Moscow, Wyoming to Afghanistan, Singapore to Maryland, and Taiwan to California the mails carry messages from students, teachers and administrators.

"When I lived in . . ." becomes the introduction to a critique of something read, viewed on television, or heard from the radio.

"But the Japanese aren't at all like that!" The opening words to the destruction of yet another stereotype.

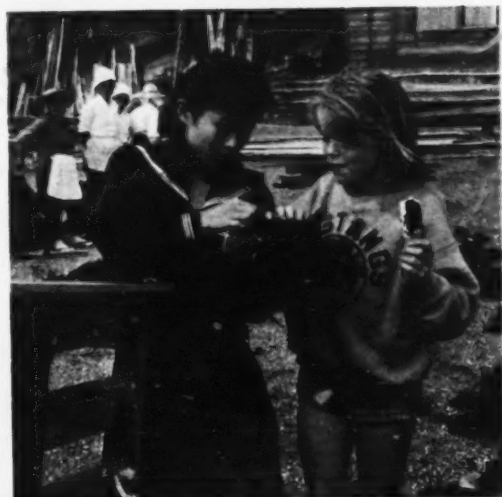
Across the United States and around the world, participation in School-to-School projects is making a difference. The American Association of School Administrators is committed to the education of American children wherever they are. The School-to-School Program provides help for American-sponsored overseas schools and brings the world into U. S. classrooms. The program provides a means through which students, teachers and often whole communities become world conscious.

We cannot provide youth with all of the answers to the problems they will face, but we should do everything possible to provide learning experiences that will provide them with the background to recognize a problem when they see one, recognize the alternatives available and work with others to get something done. More and more, problems must be viewed as worldwide in nature. The School-to-School Program offers a means through which a school system can use the world as its laboratory.

AASA is pleased to cooperate with the Department of State's Office of Overseas Schools in making the opportunities of the School-to-School Program available to those school systems ready to accept the challenge.

Forrest E. Conner
Executive Secretary

Introduction



"Do you eat it?"

The origins of the School-to-School Program are evolutionary. The first unstructured school-to-school relationships were probably initiated by overseas Americans faced with academic isolation, plagued by lack of communication, desperate for qualified teachers, who turned to a stateside school district they knew with pleas for assistance. In a formal sense the School-to-School Program has existed since the creation of the Department of State's Office of Overseas Schools in 1964.

Soon after the Office of Overseas Schools was formally launched, the new office embarked upon a program to establish twenty-five school-to-school projects as a means for assisting American-sponsored overseas schools. Emphasis at the outset was placed on service to the overseas schools with the stateside school receiving the spin-off benefits that would accrue through the international involvement of administrators, supervisors and teachers.

Five years of evolutionary experience have contributed to the realization that a school-to-school program with its individual projects throughout the United States and the world has great potential for improving the instruction of American children at home as well as overseas. Project activities have provided teaching personnel for the overseas schools, consultive assistance in the development of overseas programs and facilities, assistance to the overseas board and administration toward prudent use of meager resources in the acquisition of materials of instruction, and have made innumerable contributions to the professional efforts and morale of overseas teachers and administrators.

Involvement through project activities has had great impact upon the thought and behavior of stateside teachers and administrators—often upon whole communities. One needs only to sit with a faculty that includes several teachers who have had overseas experience to sense the new dimensions these individuals bring to academic deliberation. Critical comments, based on first-hand experience, focus upon the validity and cultural integrity of materials of instruction—library books, audiovisuals and textbooks. Comparative analysis of approach and methodology foster a more critical evaluation of what is being or has been taught. Anecdote and artifact bring a sense of reality and empathy to what has previously been a cognitive learning experience seldom ascending above the processes of read, recall and recite.

Youth who have had significant overseas experiences bring new horizons to the stateside classroom. They have found new meaning in the concept "mankind." They challenge the glibly voiced stereotyped descriptions of those who live on the other side of a political boundary, a body of water, or a range of mountains. Their empathy for those of another nationality is clearly demonstrated in their attempts to help their peers toward better understanding of why they treasure the friendships made during their overseas sojourn.

The electric effect of a personable, well qualified foreign national in a stateside faculty group has been demonstrated again and again in the short history of school-to-school teacher exchanges. The contributions made through service club programs, social contacts and daily presence in a community penetrate the provincial curtain that grows around busy adults who might otherwise continue to view the world from the ancient frame of reference acquired during their early years of formal schooling.

Recently those involved in School-to-School projects, both overseas and stateside, have initiated interproject activities to broaden the opportunities for both participation and service. The first stateside manifestation of such interproject cooperation came at the administrative level with the formation in 1966 of the Association for the Advancement of International Education. This Association involves overseas and stateside administrators participating in the School-to-School Program in the sponsorship of an annual conference held in Atlantic City at the time of the AASA convention. The conference is open to anyone interested in the program and serves as a forum for the sharing of project activities and a wellspring of new ideas. While presently limited in activities, the objectives of this duly incorporated organization embrace a broad interest in the field of international education.

A second manifestation of interproject activities is found in the spontaneous and informal development of cluster group activities both stateside and abroad. Small groups of school personnel meet and share notes on project development, discuss needs that might be met on a cooperative basis and share opportunities.

The American Association of School Administrators has had a long-standing interest in and concern for the independent American overseas school. In part that interest has arisen from the Association's broader interest in international education, in part from the Association's commitment to a policy of equal educational opportunity for all American children wherever they are living, and in part because of the potential that the overseas schools have for demonstrating sound educational practice for those nations seeking to develop a comprehensive educational system of their own.

In 1968 the AASA recognized the potential of the School-to-School Program by entering into contract with the Department of State's Office of Overseas Schools for development and extension of the program. After a review of successful project activities conducted by the existing school-to-school partnerships, AASA worked with O/OS personnel to develop a statement of program objectives and guidelines for the formation of new school-to-school partnerships. This document represents a follow-up of the program objectives, an attempt to translate them into activities and relationships.

The model presented here provides a description of the ideal program as envisioned at this time. The practitioner should view it as a guide to what may be sought, not as a mandate. School systems, both overseas and stateside, are as different as their communities. Each can identify within this model activities already a part of their School-to-School project. Hopefully, each will find within the model a suggestion of challenge. Realistically, some will find some areas unattainable because of the peculiarities of their particular situation. For those who are contemplating the initiation of a new School-to-School project, the model will supplement the objectives and guidelines as basic information for board, administration, faculty and other community leaders.

John Wilcox, *Associate Secretary*
American Association of School
Administrators



Student teachers observe at the International School, Lusaka, Zambia.

Program Rationale



A modern plant houses the International School of Bangkok, Thailand.

The educational rationale for the School-to-School Program is three-pronged and based on—

1. The need to provide equal opportunity for all American youth wherever they live;
2. The potential for American-sponsored schools overseas to serve as centers for the demonstration of a comprehensive education program that is responsive to the needs and aspirations of the community; and
3. Mankind's need for the development of world understanding that fosters communication, cooperative action and empathy essential to peaceful and productive living in an increasingly interdependent family of nations.

American-Sponsored Schools

American-sponsored schools overseas have been organized by U. S. citizens living and working overseas with assistance from the U. S. government and the cooperation of the host country governments. Generally these schools came into being to fulfill the need of dependents of U. S. citizens living and working abroad for an adequate elementary and secondary education consistent with the objectives and requirements of elementary, secondary and higher education in the United States. These schools are an important element in making overseas service, in both public and private domains, attractive to our citizens.

Administrators, teachers and members of lay governing boards overseas are aware of the bursting developments in technology in the United States, and the constantly intensifying revolution of rising personal expectations the world over. Their responsibility to the American youth they serve requires basic information about new contributions to man's store of knowledge, understanding of scholarly organization of new knowledge within the elementary and secondary curricula, new priorities in the total curriculum, the impact of these changes upon organization for instruction, as they are accompanied by better understanding of the behavior of teaching and learning, and new developments toward incorporation of the products of new technology in improved teaching-learning methodology.

The School-to-School Program assumes that a carefully developed channel of communication between an American-sponsored overseas school and an excellent school system in the United States will ensure the foregoing basic information, along with exemplary illustrations of practice, for the overseas schools.

The School-to-School Program assumes that responsibility for providing such information and guidance to the overseas school will contribute a challenge toward evaluation of contemporary educational activity and such rationality in response to inquiry as to contribute to further professionalization of stateside teaching-learning activities through the inservice growth of stateside teachers, supervisors and administrators.

Demonstration Centers

The organization, governance, operation, curricula and location of the American-sponsored schools overseas make possible, with few exceptions, rich intercultural experiences through close contact with students and teachers of the host countries and other countries.

Host country ministries of education, institutions of teacher education, administrators and teachers have exhibited professional

Developing understanding at the American International School in Israel.



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curiosity about the American-sponsored schools. There are numerous instances where such curiosity has led to university requests for permission to observe the American-sponsored school as a laboratory for students in teacher preparation programs. In some instances teaching personnel of the American-sponsored school serve as consultants and instructors for host country teacher inservice education programs. In other instances the American-sponsored school provides adult education programs in science, mathematics, language and business education for residents of the host community. In the developing countries the American-sponsored school may be looked to as an exemplar of excellence in education.

The student population of nearly every American-sponsored school includes a number of host country and third country nationals whose parents see this school as an institution providing opportunity for a quality education.

The School-to-School Program assumes that overseas schools will find it consistent with their primary mission for providing for American youth to conduct a program open to visitors from host



An international group at the American Community School, Monrovia, Liberia

country nationals. It is further assumed that stateside partner school systems will accept a responsibility for contributing to the overseas schools' collection of realia useful in helping other nationals achieve understanding of the very complex U. S. educational milieu.

It is further assumed that the professional interaction generated as a result of the role of the American-sponsored school as a demonstration center will foster comparative studies of teaching-learning activities through which U. S. educators can benefit from the knowledge and experience acquired in other nations.

World Understanding

The simple transistor radio receiver in the most remote village, the multichannel communications satellites serving the most sophisticated electronic communication mechanisms, communicate world events in a fraction of a second. Modern airlines make it possible for businessmen and government officials to arrange face-to-face conferences in a matter of hours. Events in the business center of one part of the world are reflected overnight in that of another. The previously underdeveloped areas of ocean and space suddenly loom as vital resources to mankind in its quest to accommodate a changing and ever-increasing population to a relatively constant planet. Our increasing interdependence is reflected by the creation of new international institutions, by increased scientific and technical cooperation, by international effort to formulate legal structure to govern relations along the new frontiers of space and ocean depth.

The myriad of changes in the life of one generation have caused us to raise the question: How do we prepare our youth to deal with the changes and as yet unidentified problems of their generation?

How are we doing in preparing them? Not very well. A critical examination of our elementary and secondary programs reveals obfuscated objectives, fragmented content, and an ethnocentric orientation that belies any effort toward development of a concept of mankind or the earth as a single system wherein petty conflicts are less important than basic unity.



Students at the American School of Bangkok, Thailand, study host country dances in their physical education program.

The School-to-School Program assumes that the American-sponsored overseas school can become a window upon the world; a valuable source of information about other cultures; a laboratory for the development of world understanding and subsequent empathy for others.

The School-to-School Program emphasizes the need for a multidisciplinary approach to the study of mankind. Narrow instruction in history and geography must be broadened to study that includes the use of the tools of the anthropologist, sociologist, psychologist, political scientist, demographer and many others in a quest for the identification of mankind's basic problems and an examination of mankind's efforts to solve those problems.

As a guide to the formulation of articulate long-range objectives, short-term goals and meaningful learning activities, the School-to-School Program assumes this definition of education for world understanding:

Education for world understanding, international education, involves multidisciplinary learning experiences, formal and informal, that enhance the individual's sensitivity to man as a species of life which organizes itself into interdependent social and cultural systems and institutions in its adaptations to local, national and international surroundings.

The program further assumes that within the foregoing broad definition, it will be possible to identify learning experiences that are appropriate to the developing sensitivity of individuals at all learning levels: preschool, primary and elementary, secondary, higher education and continuing education. It is recognized that an initial emphasis on providing continuing learning experiences for teachers will be fundamental to the successful identification and organization of learning experiences for children and youth.

Recent experiences of several colleges and universities in the use of selected American-sponsored overseas schools as centers for intern and student teaching experiences point a way toward enriching preservice preparation—particularly of teachers of the elementary grades and the secondary social studies.



What a laboratory for oceanography!

*The labor of rice culture becomes painfully
clear to American students in Japan.*





The School-to-School Program jointly sponsored by the Department of State's Office of Overseas Schools and the American Association of School Administrators with advisement from the Association for Advancement of International Education is designed to overcome the isolation of the overseas school from the mainstream of American educational activity. In turn, the School-to-School Program provides opportunities for U. S. public schools to achieve relevancy in programs of international education through learning experiences for students and faculty, through the acquisition of primary source materials of instruction and through the establishment of enriching community-to-community relationships.

The stated objectives of the School-to-School Program divide themselves logically according to the interests of the participants:

1. General objectives,
2. Objectives specific to overseas schools, and
3. Objectives specific to stateside schools.

Program Objectives

General Objectives

The American presence overseas, either private or government, carries with it a knowledge about Americans for all who meet and work with them. American education has much to contribute to the educators of other nations. Likewise, we have much to learn from the educators of other nations, e.g., the advancements of the Japanese in the teaching of mathematics, the work of the British in development of elementary science curriculum, the success of educators from many nations in the teaching of foreign languages are all subjects for careful study by professional educators in the United States. On the other hand, U. S. successes in the development of comprehensive education programs, the individualization of instruction, the adaptation of new technology, the organization of the learning environment and recent emphases on behavioral objectives may have relevance to the problems of overseas educators.

The presence of American-sponsored overseas schools combined with the relationships through this program to a stateside school system provides opportunities to achieve objectives that have general importance to the development of a better world understanding:

1. The development of American-sponsored overseas schools as centers for providing international demonstrations of American education.
2. The development and maintenance of quality educational programs ensuring equal educational opportunities consistent with the requirements of elementary, secondary and higher education in the U. S.
3. The development and expansion of significant and pertinent programs of international studies in the elementary and secondary schools at home and abroad.
4. The development of community identification that will contribute to better world understanding.

Objectives Specific to Overseas Schools

If the American-sponsored overseas schools are to provide equal educational opportunity for all American children, wherever they



His Imperial Majesty Haile Selassie I is interviewed by a student at the American School of Addis Ababa, Ethiopia.

live, and at the same time serve as demonstration centers for American education, they need specific assistance:

1. An open channel of communication with the stateside education professions to inform overseas school personnel of research in curriculum development, education methodology, and educational technology.
2. Assistance in the development of curriculum and resources, with specific assistance toward the achievement of accreditation by established U. S. accrediting agencies.
3. Assistance in developing and sponsoring adequate programs of inservice education.
4. Assistance in the planning and implementing of effective administrative, supervisory, and staffing programs.
5. Assistance with the recruitment of faculty, and more specially the recruitment of key instructional leaders who can contribute experience and perspective to the professional activities of the overseas faculty.
6. Assistance in the establishment and operation of systems of business management, including planning, budgeting, and purchasing.
7. Assistance in planning and implementing programs for the international exchange of teachers and students.
8. Assistance in the development of working relationships with institutions of higher education.
9. Assistance in the development of a meaningful relationship between the host country community and a related U. S. community.
10. Assistance with the selection and procurement of educational materials.
11. Advice in school plant planning and effective utilization of school plant.

Japanese Language Class—Hokkaido International School, Sapporo, Japan.



Objectives Specific to Stateside Schools

Partial justification for the involvement of a stateside school in the School-to-School Program lies in the accomplishment of the general School-to-School Program objectives, but if a local stateside school system is to justify any extensive commitment of personnel and other resources there must be identifiable benefits to that system:

1. The involvement of individual administrators, supervisors, and teachers in consultive and leadership activities that contribute to inservice growth.
2. The involvement of teachers in overseas teaching experiences that promote individual understanding and knowledge necessary to quality performance in teaching.
3. The development of continuing communications: student to student, teacher to teacher, and student to teacher that constantly bring an international point of view to classroom studies.
4. Stateside community involvement in a meaningful relationship with an overseas community contributing to a reduction in ethnocentrism and the fostering of worldmindedness.
5. Involvement of students through programs of student exchange that provide opportunities for close association with other peoples of the world.
6. Contribution to the teaching resources important to the involvement of quality of learning experiences in U. S. classrooms.
7. The development of communications that will enable the local school system to share in the many opportunities and resources arising from School-to-School projects of other communities with their combined worldwide identifications.

Initiating a Project

A successful School-to-School project requires complete understanding of the school-to-school concept and establishment of a high level of confidence between the overseas school and the stateside school system. Careful attention to communication during the pairing stage is essential to the establishment of this understanding and confidence. The program evaluation review technique (PERT) employed in this examination of the events and activities involved in this idealized approach to pairing an overseas school with a U. S. school system will provide guidance for those interested in the development of a School-to-School project.

Event 1: Dissemination of Information

Basic information about the School-to-School Program concepts, the Program objectives and guidelines for the establishment of a School-to-School project is assembled by the American Association of School Administrators.

Activity 1-2: Information to Overseas Schools

The Office of Overseas Schools, through the regional Education Officers, interprets the School-to-School Program for the overseas American-sponsored schools.

The American Association of School Administrators provides consultants to regional association meetings of overseas administrators for group presentations and individual counseling relative to initiation of School-to-School projects.

Individual administrators of overseas schools are encouraged to attend the annual meeting of the Association for the Advancement of International Education where they can share the experiences of school systems already involved in School-to-School projects.

The administrators of School-to-School projects provide reports and news items for distribution by AASA through the *International Newsletter*, the *School Administrator* and regular AASA mailings to overseas schools.

News articles are prepared for publication in newsletters of the Overseas Regional Association of American School Administrators.

Activity 1-3: Information to Stateside Schools

The American Association of School Administrators disseminates information about the School-to-School Program through drive-in conferences, circuit rides, meetings of the executive committee, meetings of state presidents and secretaries, meetings of state associations of school administrators, and by providing speakers for meetings of related educational organizations.

Stateside administrators involved in School-to-School projects serve as resource personnel for meetings of administrators at local and state levels.

Members of the staff of the Office of Overseas Schools serve as speakers and consultants to various stateside meetings of educators.

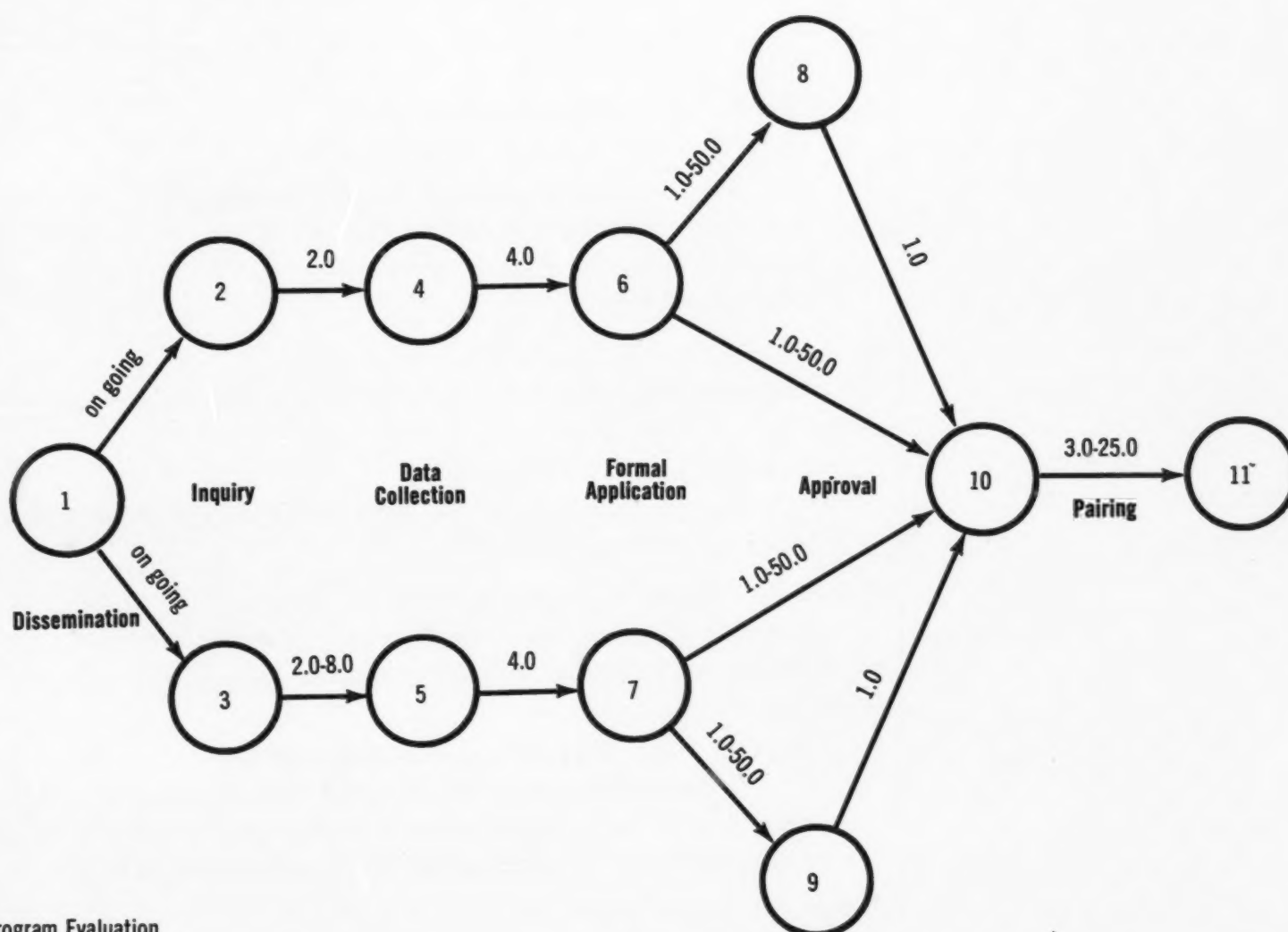
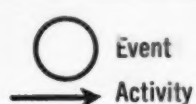
The Association for the Advancement of International Education programs events that provide information about the School-to-School Program and specific School-to-School projects.

How light travels in a straight line: Nepalese student of Lincoln School, Kathmandu, describes his experiment to the head of Primary Teacher Training of Nepal.



PERT* Diagram of Events and Activities Involved in a School-to-School Pairing

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* Program Evaluation Review Technique

Event 2: *Inquiries from Overseas Schools*

An overseas school expresses its interest in a School-to-School project. Communication is initiated with the Office of Overseas Schools. Initial communications from overseas schools to AASA are referred to the Office of Overseas Schools.

Activity 2-4: *Assembling Overseas Data*

Data describing the stateside school, its programs, needs and resources are assembled by the Office of Overseas Schools.

Event 3: *Inquiries from Stateside Schools*

A stateside school system expresses its interest in a School-to-School project. Communication is initiated with the AASA. Initial communications from stateside schools to O/OS are referred to AASA.

Activity 3-5: *Assembling Stateside Data*

Data describing the stateside school, its program, needs and resources are assembled by the AASA Associate Secretary for International Education. An on-site evaluation is involved.

Event 4: *Preliminary Decision on Participation by Overseas School*

After consultation with the AASA the Office of Overseas Schools advises the overseas school of the next steps to be taken.

Activity 4-6: *Overseas Decision Making*

The overseas school board and administration advise students, faculty and parents of decisions to be made regarding formal application for a School-to-School project. Project potential and responsibilities are carefully explored.

Event 5: *Preliminary Decision on Participation by Stateside School*

After consultation with O/OS the AASA advises the stateside school of the next steps to be taken.

Activity 5-7: *Stateside Decision Making*

The stateside board and administration advise students, faculty and parents of decisions to be made regarding a school-to-school project. Project potential and responsibilities are carefully explored.

Event 6: *Overseas School Request for a Grant*

Overseas board formally requests a School-to-School project grant.

Activity 6-8: *O/OS Review*

Formal request is reviewed by O/OS in context of other grant requests and priorities.

Event 7: *Decision by Stateside Board*

Stateside board of education adopts resolution authorizing the superintendent to proceed with arrangements for a School-to-School project.

Activity 7-9: *Preparing a Recommendation*

In consultation with O/OS the AASA Associate Secretary examines the data from interested overseas and stateside schools and prepares a recommendation for a preliminary pairing.

Event 8: *Grant Approval*

O/OS formally approves application for a School-to-School project grant.

Activity 8-10: Communication

Action is communicated to AASA and the overseas school.

Event 9: Preliminary Pairing Recommended

AASA formally recommends a preliminary pairing.

Activity 9-10: Communication

Recommendation is communicated to O/OS, the overseas school and the stateside school.

Activities 6-10 and 7-10: Study

Overseas and stateside schools receive and study recommendations.

Event 10: Recommendation Accepted

Overseas and stateside administrators establish communications and react to the proposal.

Activity 10-11: Approval

Formal board approvals of School-to-School project.

Event 11: Program Building

Exchange of administrative visits for purposes of program building.

Time Schedule

The anticipated duration for each of the activities in the PERT diagram is expressed in weeks. Activities 1-2, 1-3, 2-4, 4-6 and 5-7 are straightforward and require only the time necessary for normal exchanges of information through the mails.

Activity 3-5 involves an on-site visit to the stateside school by the Associate Secretary and/or a team of designated representatives, and may be delayed by the need to schedule the visit at a time when school personnel are available for orientation and consultation.

Activities 6-8, 6-10, 7-9 and 7-10 are dependent upon application and appropriation dates within which the Office of Overseas Schools must work. The established date for the overseas schools to request grants is November 1. Grants are normally made coincident with the federal government's fiscal year. Where a School-to-School project has been anticipated, the grant may have been made pending a pairing and the time for these activities can be as little as one week. Activity 6-8 therefore determines the duration of time for other dependent events and activities.

The scheduling of activity 10-11 depends upon the administrative responsibilities of the two administrators involved. Consultation by correspondence can begin immediately upon completion of Event 10. Conferences are often arranged during the summer and at the time of the annual conference of the Association for the Advancement of International Education. On-site exchanges of visits must be arranged at the convenience of the individuals involved.

The duration of the total pairing process can range from an absolute minimum of ten weeks to as long as a year.

Administrative Relationships

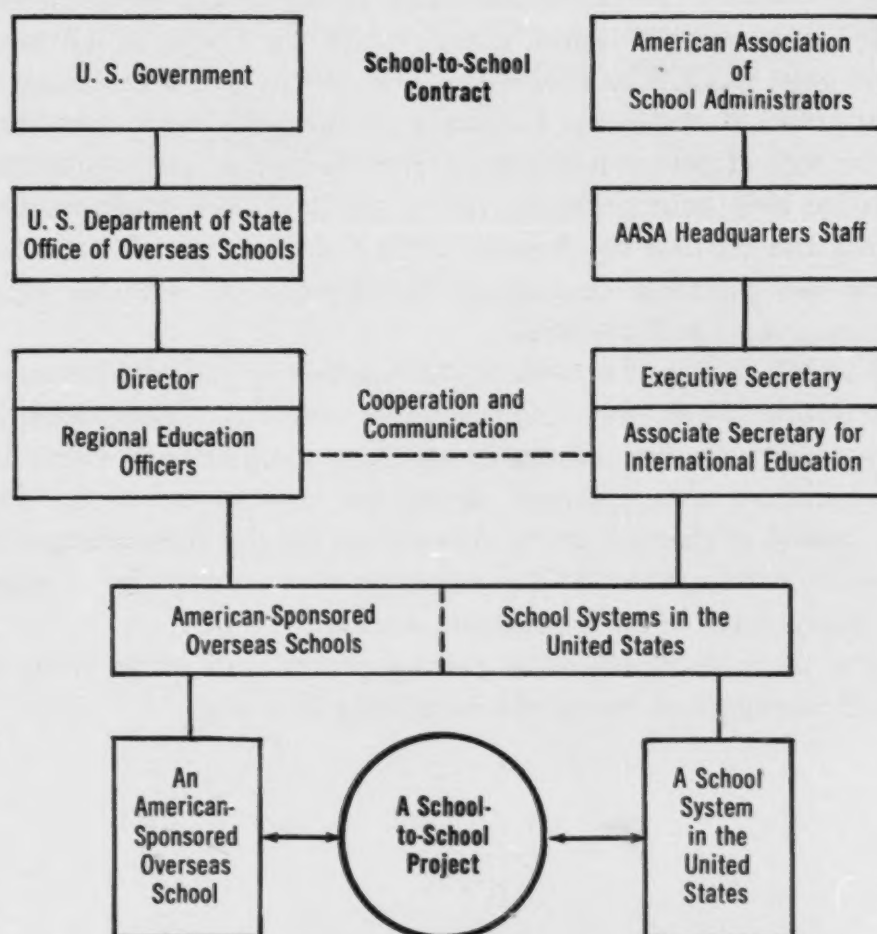
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The American Association of School Administrators serves the School-to-School Program under a contract with the government of the United States through the United States Department of State represented by its Office of Overseas Schools. The contract responsibility within AASA resides with the Association's Executive Committee which acts as a policy-making body while delegating administrative responsibility to the Executive Secretary and his headquarters staff. The operational responsibility for the program and development of its component projects is assigned to the Associate Secretary for International Education with support provided by the total headquarters staff.

The administrative relationships are set forth in the accompanying Paradigm of Administrative Relationships within the School-to-School Program. Within the paradigm, the contract relationship between the AASA and the U. S. government, as represented by the Department of State's Office of Overseas Schools, indicates that the contract relationship is contributory to a School-to-School project, but that there are aspects of a successful project that arise from the discrete efforts of the Office of Overseas Schools, the AASA, and the partner schools.

Parenthetically, it should be noted here that the ultimate success of a School-to-School project depends upon the cooperative relationships and high level of confidence established between the partner schools.

Paradigm of Administrative Relationships Within the School-to-School Program



The contracted activities of the American Association of School Administrators in support of the School-to-School Program arise from the objectives set forth in the contract instrument itself.

Contract Objectives

The terms of the contract, as set forth therein, include but are not limited to the following objectives:

1. Involving U. S. school systems deeply and directly in the operations, opportunities, and problems of the American-sponsored elementary and secondary schools overseas assisted by the Department of State.
2. Disseminating widely the educational and cultural outcomes of the School-to-School Program.
3. Providing machinery for closer liaison between the U. S. educational community and the U. S. Department of State's Office of Overseas Schools.
4. Collecting information and preparing or utilizing an existing house organ and other communicative devices which describe and publicize the ventures being undertaken by the participating schools in the School-to-School Project, thus carrying out coordination, information, and stimulation functions.
5. Providing administrative support, including arrangements for conferences and meetings, assisting in travel arrangements, and conducting briefings and orientations for par-

The use of indigenous materials makes the American International School a part of the landscape in New Delhi, India.



A Nepalese student of Lincoln School, Kathmandu, explains his experiment on magnetism to two Nepalese teachers.



ticipants engaged in carrying out activities under the School-to-School Project.

6. Engaging consultants and ensuring that all participants share in the results of the consultants' work.
7. Developing programs between the schools in the School-to-School Project that will facilitate, to the maximum, exchanges of faculty and students, educational materials, research findings and innovative practices.
8. Assisting in the development and production of new and appropriate instructional materials not now available.
9. Encouraging institutions of higher education in the U. S. to accept greater responsibility for the preparation of American and foreign personnel for service in the American-sponsored elementary and secondary schools overseas.
10. Facilitating and supporting research studies in the field of comparative elementary and secondary education.

Advisory Council

To ensure continuing critical examination of program activities and creative inputs from the field, the American Association of School Administrators has created an Advisory Committee on International Education. This committee includes the members of the Board of Directors of the Association for the Advancement of International Education, an organization of all the administrators of schools involved in School-to-School projects.

While the AASA Advisory Committee on International Education has broad responsibilities for advising the Association in its total international program, the committee focuses much of its attention on the School-to-School Program. The committee meets annually, providing operational advice to the Associate Secretary for International Education, and assistance to the Executive Secretary toward development of the Association's policies related to international education.

Role of the Associate Secretary

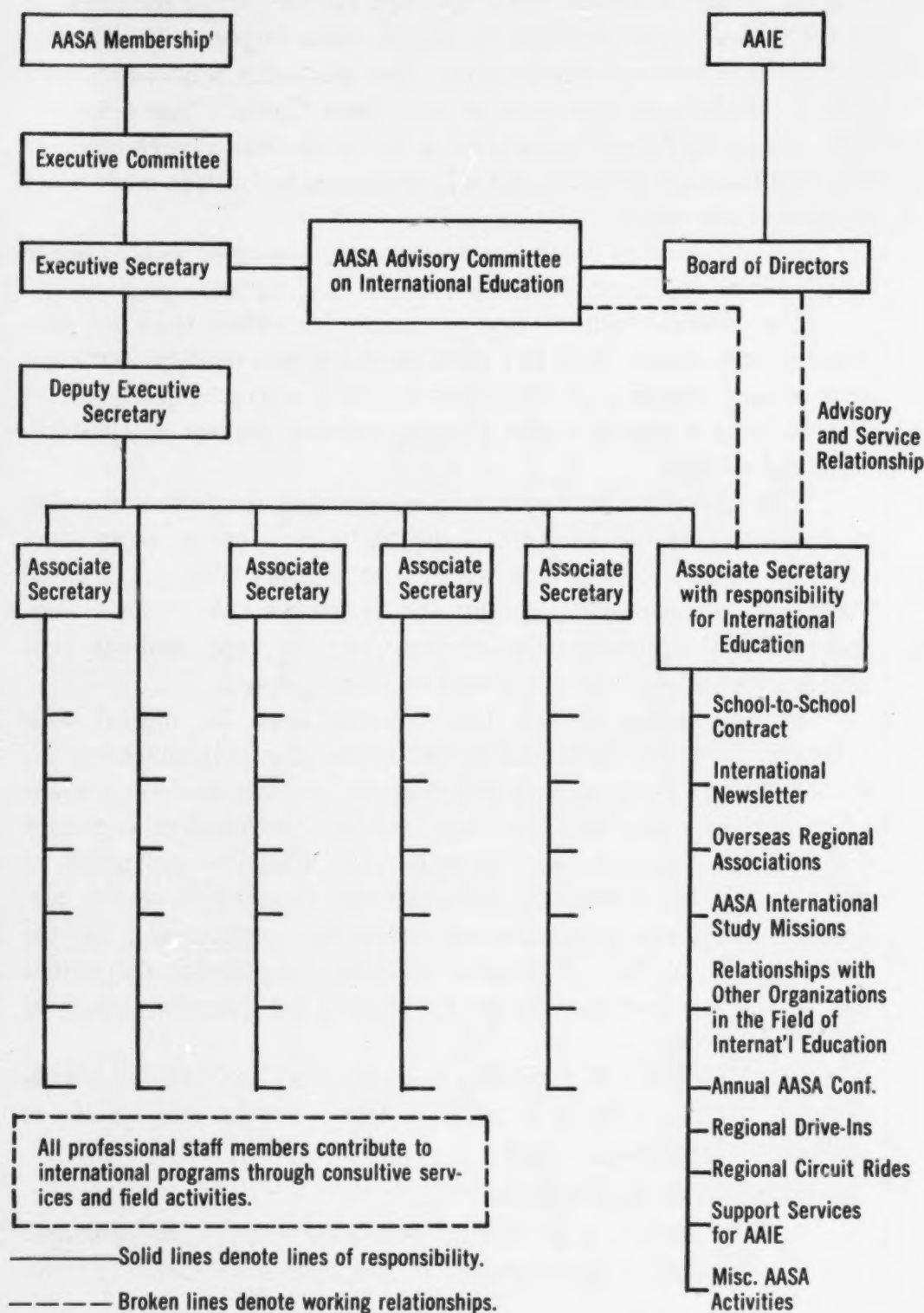
Operational responsibility for the AASA-O/OS contract is assigned to the Associate Secretary for International Education with a high priority among his several professional activities. The accompanying paradigm of role relationships provides a visual description of the relationships between the Associate Secretary, his colleagues, the AAIE and the AASA Advisory Committee on International Education.

The Office of Overseas Schools

The U. S. Department of State's Office of Overseas Schools has both a leadership and administrative responsibility for the School-to-School Program. Personnel of that office are professional educators charged with responsibility for—"offering advice for the improvement of overseas educational programs, assisting with the development of inservice teacher training activities, supervising previous grant programs, and developing further programs of assistance within legislative authority and within financial limitations." *

* Luebke, Paul T. *American Elementary and Secondary Schools Abroad*. Washington, D. C.: American Association of School Administrators, 1969.

Role Relationships



In carrying out their responsibilities, the Regional Education Officers of O/OS maintain liaison between the U. S. educational community and American-sponsored overseas schools. Many of their efforts are related to other projects requiring coordination with the specific activities of a given School-to-School project.

Where government financing of services to overseas schools is involved, the overseas administrator is directly responsible for procedures and reports prescribed by O/OS.

In the interests of assisting the Office of Overseas Schools in "offering advice for the improvement of overseas educational programs" participants in the activities of School-to-School projects should communicate frequently with O/OS.

8 The Partners

Participation in a successful School-to-School project requires a commitment to education for world understanding, resources to support project activities, and a readiness on the part of the clientele of the stateside school system to assume some responsibility for our nation's international relationships. The successful School-to-School project parallels such projects as the "Sister Cities," "Sister States," and "People-to-People" programs in its grass-roots involvement in the establishment of warm, friendly human relationships with other peoples of the world.

The criterion of dedication to the achievement of better human relationships applies to both the overseas and stateside partners.

The overseas school that is closely identified with its host country community, that has good working relationships with the host country ministry of education and that serves a multinational student body generally makes a strong overseas partner in a School-to-School project.

The stateside school system that is making an effort to develop multidisciplinary, multimedia, individualized learning experiences in world understanding, that serves a community with a history of interest in international programs and exchanges, that serves a community with internationally involved industry and business is a strong stateside partner in a School-to-School project.

In the pairing process this criterion must be applied with sufficient flexibility and understanding to allow participation by school districts, both stateside and overseas, that are anxious to make a School-to-School project their first step in a commitment to greater international involvement. This requires a subjective evaluation of the potential for community commitment. In practical terms, participation becomes dependent on leadership commitment by the school administration, the board of education, the faculty, the parent-teacher organization and lay leaders among the clientele served by the school system.

In addition to this overriding criterion there are objective criteria essential to the success of a School-to-School project and specific to each of the potential partners.

The Stateside School System

1. The school system is large enough to supply the personnel necessary to development of the School-to-School relationship.

- a. Administrative staffing includes:

A variety of specialists in school administration, specialists for curriculum and pupil personnel services and well developed school business management services.

- b. There is sufficient instructional staff to ensure:

Expertise in the major curriculum areas, staff time for short-term release of personnel for consultive missions and a sufficient number of teachers on sabbatical or special leave to provide for teacher exchanges.

2. The financial resources of the system are adequate to make annual budgetary provision for significant participation in a School-to-School project.

Experience indicates that the stateside school system must be prepared to make a small cash investment in a School-to-School project, in addition to the personnel serv-

Host country officials visit the Khartoum American School, Sudan.



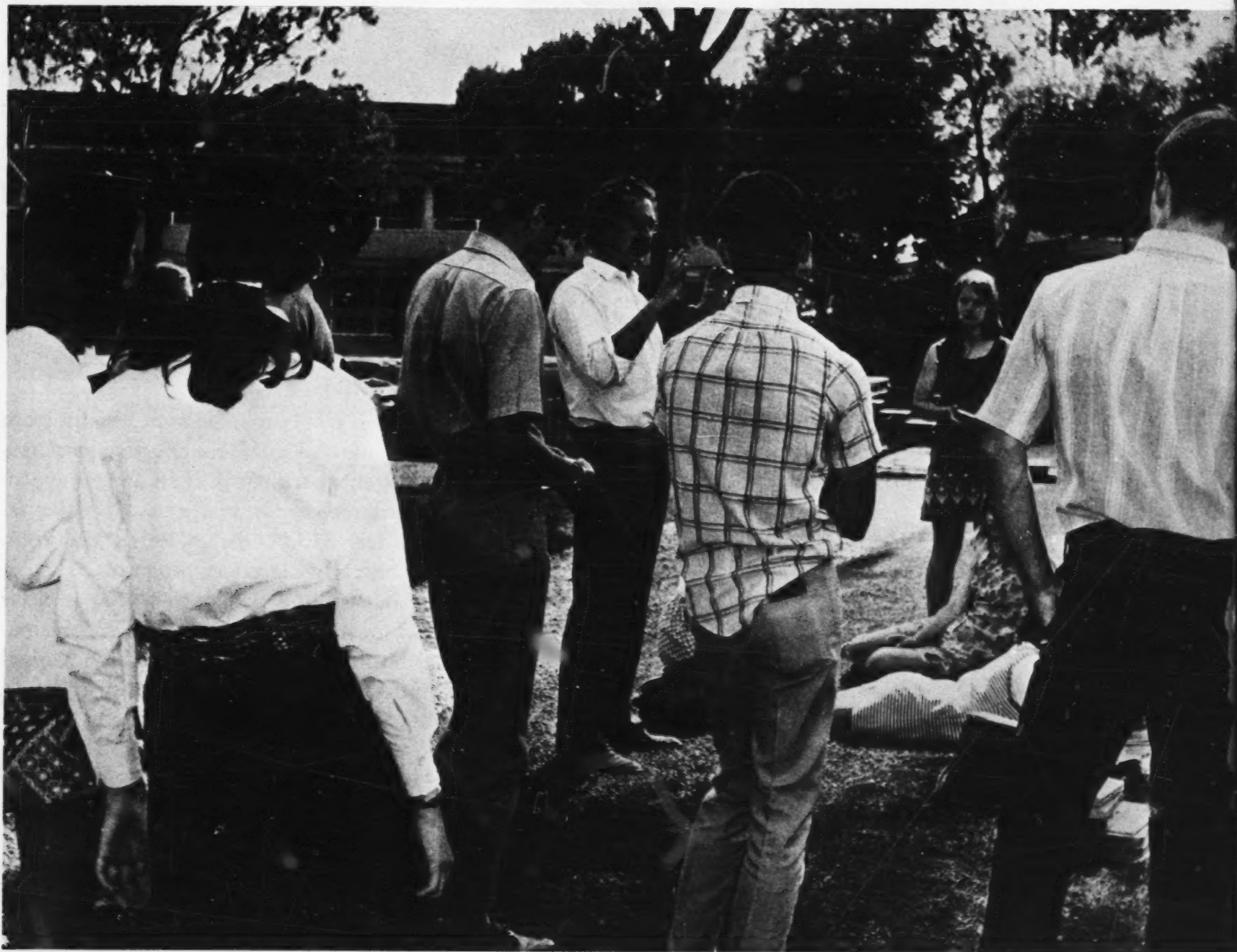
ices provided, if the system is to reap maximum benefits from participation. The minimum, adequate for effective participation experienced by current participants, is an annual appropriation of \$2,500 distributed in the budget as \$500 for an administrative service fee, \$1,000 for materials and communications, \$1,000 for teacher inservice programs.

Several of the outstanding School-to-School projects have been financed at much higher levels through contributions made by local business, local service clubs, individual philanthropists, foundations, and from school district funds.

Often School-to-School project activities are directly related to other developmental projects financed through special state and federal grants. Careful coordination of interproject relationships results in additional resources for two or more projects.

3. The system demonstrates involvement in innovative and experimental activities and there is evidence of the introduction of proven educational technology and methodology.
4. The personnel policies of the system provide for sabbatical and special leave policies that will give support for School-to-School project activities.
5. The system's decision-making procedures provide for consultation with the school board, faculty, parents and community leaders on project policies and activities.
6. The school system has a well established working relationship with an institution, or institutions, of higher education engaged in the preparation of teachers.
7. The school system is willing to explore the potential for

*Students from Winchester, Massachusetts,
participate in a summer seminar on the campus
of the Overseas School, Rome, Italy.*



regional involvement in programs for the development of international education and regional cooperation in servicing the School-to-School Program.

8. The school system is willing to participate in appropriate evaluative activity necessary to assessment of the effectiveness of their project and the total School-to-School Program.

The Overseas School :

1. The educational program has sufficient breadth and depth to satisfy the needs of an effective demonstration center for American education.
2. Local financial effort is comparable to that demanded of citizens in support of public school programs in the United States as determined by the level of per pupil expenditures.
3. Local and other financial resources are sufficient to justify a School-to-School project grant by O/OS without diversion of funds from other developmental activities essential to the basic program of the school.
4. The relationships between the overseas school and its institutional environment are compatible with the objectives of the School-to-School Program.
5. Provision for reciprocity in project activities can be made through joint faculty and parental effort without jeopardizing the local educational program through unrealistic demands upon the time of teachers and administrators.

Cooperative Arrangements

Failure to meet these criteria for involvement in a School-to-School project does not necessarily deny a school system the benefits of the School-to-School Program.

It has proven possible, in the United States, for an intermediate unit such as a county board of education, a board of cooperative educational services or an intermediate school district to accept responsibility for administering a School-to-School project on behalf of two or more small school systems.*

Services of the School-to-School Program have been brought to several small overseas schools by pairing each with a nearby larger overseas school and with a large school system in the United States.

* Most school systems with fewer than 4,500 pupils find that a School-to-School project places a heavy burden on administrators, teachers and supervisors.

Program Building

A successful School-to-School project mirrors a high level of confidence between the school partners and represents the focus of international activities for many groups, agencies and institutions normally involved in the web of activity that grows around a school system constantly seeking resources to support a fine educational program.

The accompanying Paradigm of Relationships sets forth the groups and institutions typical of those involved in the most successful projects. The partner schools share the responsibility for capturing the interest, sparking the creative imagination and channeling the energies of the cooperating groups, agencies and institutions.

A high level of interest and commitment on the part of the chief school administrator in each of the partner schools is essential to project success. However, a successful project depends upon the administrator's opportunity and ability to delegate responsibility for specific project activities to staff members who are interested in the project's potential for improving instruction. Most success has been achieved where an assistant superintendent or director responsible for instruction has been delegated operational responsibility for the project. The involvement of such an individual quickly brings the project and its many resources to the attention of classroom teachers and pupils and makes the project of systemwide concern.

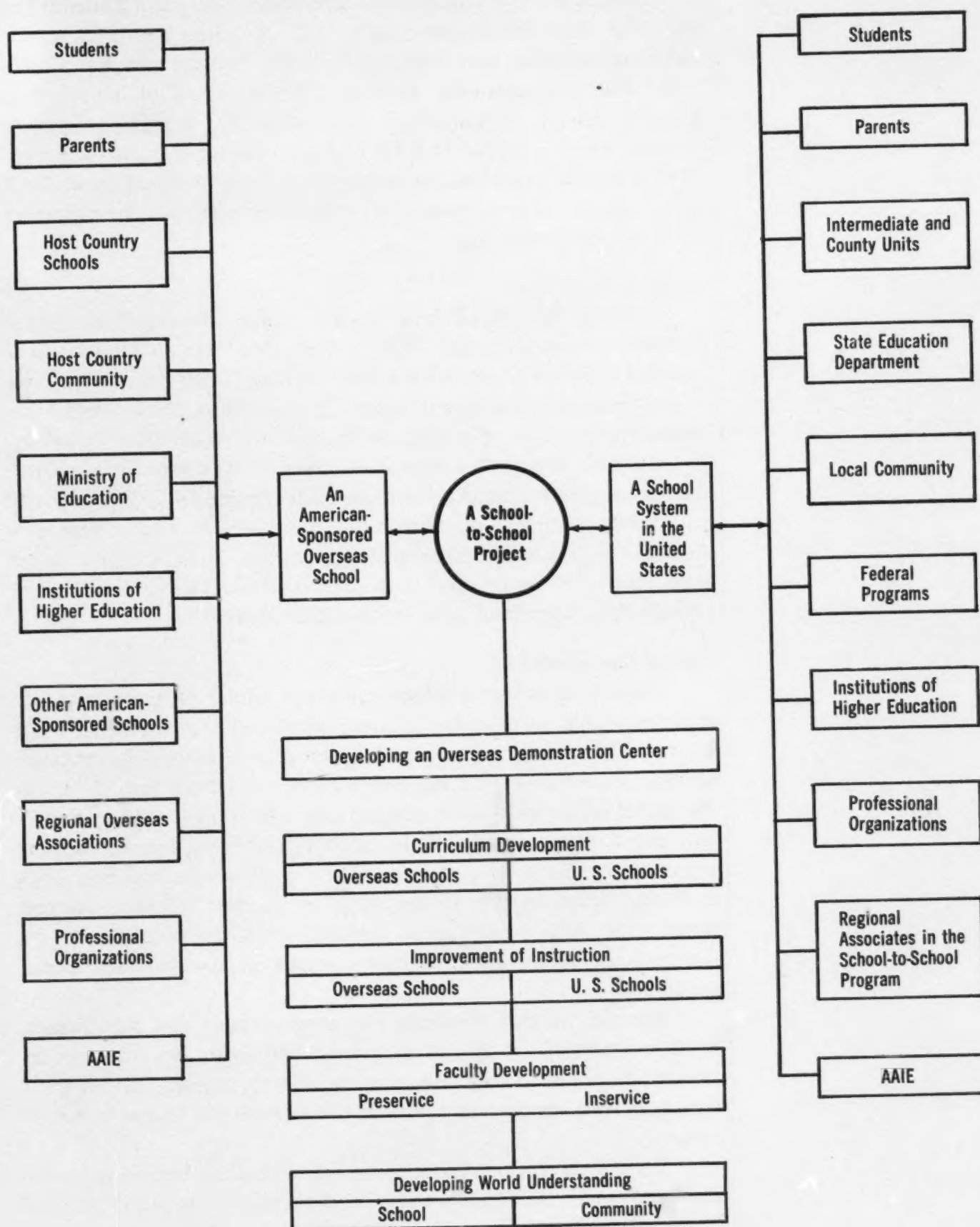
The first step in program building involves an exchange of visits by members of the administrative staffs of the partner schools. During these visits careful attention should be paid to:

1. An inventory of the host school's needs that can be served through a School-to-School project,
2. An inventory of the host school's resources that can contribute to the partner school's program,
3. Personal identification with key personnel who will be involved in project activities,
4. Meeting with the host school board of education to provide a description of the partner school system and to openly discuss the potentials and limitations of the project,
5. Meeting with host school parent groups to inform them of the project and explore parent and student participation,
6. Meeting with student leaders to inform them of the project and to discover their needs that might be met through project activities,
7. Meeting key personnel in the host country ministry of education, or the U. S. intermediate units of administration, and colleges and universities.

During and following the initial exchange of visits the administrators should formulate a written program for the first year's project activities. Such a program should give recognition to a few priority needs, be accomplishable without undue strain on the newly established relationship and contribute to the confidence building that is necessary to a successful and enduring relationship.

Some of the most successful first year activities include exchanges of study guides and curriculum materials, exchanges of letters and audio tapes by students, exchanges of exhibits describing the schools, exchanges of faculty directories and encouragement of teacher-to-teacher communications, assistance with teacher recruit-

Paradigm of Relationships Within a School-to-School Project



ment for the overseas school, assistance in placement of returning teachers and administrators.

Continuous Process

Even as the first year activities are under way, participants in the successful School-to-School project will be formulating plans for additional activities that reach more deeply into the program objectives. The accompanying Schematic Presentation of Developing School-to-School Relationships sets forth six theoretical phases through which a School-to-School project may pass as an increasing level of mutual confidence is developed and attention can be focused upon some of the more profound problems of a program of education for world understanding.

Student Exchanges

Several School-to-School projects have developed successful student exchange programs. The opportunity for stateside high school students to spend a year with a host country family while attending an American overseas school has many advantages. Little needs to be said about the value of having foreign representatives among students in a stateside school. The School-to-School project provides a vehicle that gives greater identity for these exchange students. Occasionally an American student needs to return from overseas for a year in a stateside high school before entering college. Some students spend their total elementary and secondary years abroad—it is almost as though their homeland were the foreign country!

Parent Involvement

Parents constitute a resource for any school program—if only in terms of support and their contribution toward motivation of the student. The overseas parent can help his school provide the reciprocity that is essential to a successful School-to-School project. From the simple effort involved in maintaining a scrapbook of host country newspaper items, to the complex tasks of collecting anthropological information, interpreting music and art, or otherwise applying one's individual specialization to the study of another culture—overseas parents can help supply those learning resources necessary to the maintenance of an effective media center in the stateside school system.

Stateside parents often take exchange students into their homes, become involved in drives to provide opportunities for refugee children to attend American-sponsored schools overseas, and help in the planning of student activities associated with the School-to-School project.

Parents have a need to feel needed, and when helped to understand the project will supply energy and creative imagination essential to a successful project.

Cooperation with Other Schools and Agencies

If the project is to achieve success in education for world understanding, the overseas school must serve as a window upon the world. Professional association with faculty from host country schools, an open door policy toward visitation of the American-sponsored school by host country nationals, joint professional conferences and similar activities provide rich opportunities for getting to understand others and identifying teaching resources.

One overseas school provides annual seminars for the inservice education of host country teachers. In another instance the total American school faculty accepted the invitation of the faculty of a host country college to use its language laboratory for regular instruction in local language. In several instances American teachers have earned advanced degrees from host country universities.

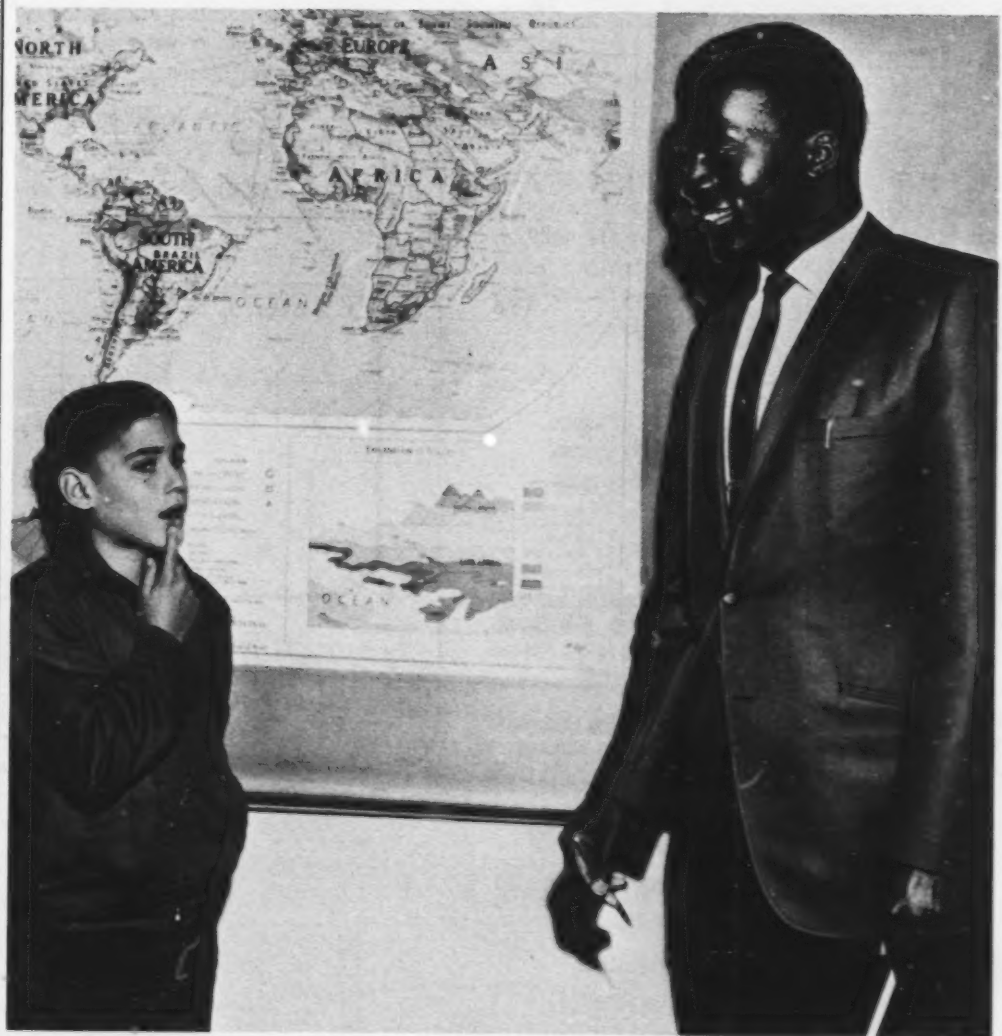
It is a common practice for the American school to accommodate student observers from host country institutions of teacher education.

In most instances the American-sponsored school works closely with the host country ministry of education. There are matters of mutual accommodation that must be worked out if the American school program is to serve host country students as well as Americans. Many American-sponsored schools are accredited by the host country ministry as well as stateside accrediting agencies. In some regions of the world the American-sponsored school governing board is composed of U. S. citizens, host country nationals, and third country nationals.

Such relationships enrich the cultural opportunities available through the program of the American school.

In the United States, cooperation among schools of an intermediate unit of administration spreads the opportunities and resources of the School-to-School Program and influences the educational programs of both project and nonproject schools. Exchange teachers are shared, teachers who have served overseas become resource personnel for countries and regions—to the benefit of both students and the

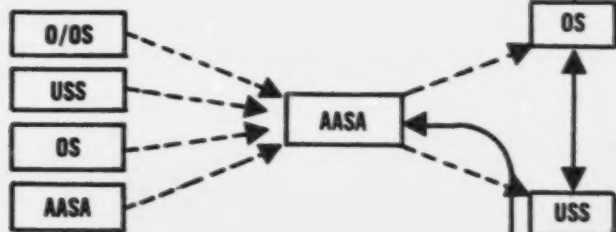
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Malawi?? Let-me-think—

*Developing School-to-School Relationships
Between U.S. Schools and American Schools
Overseas—A Schematic Presentation*

PAIRING STAGE



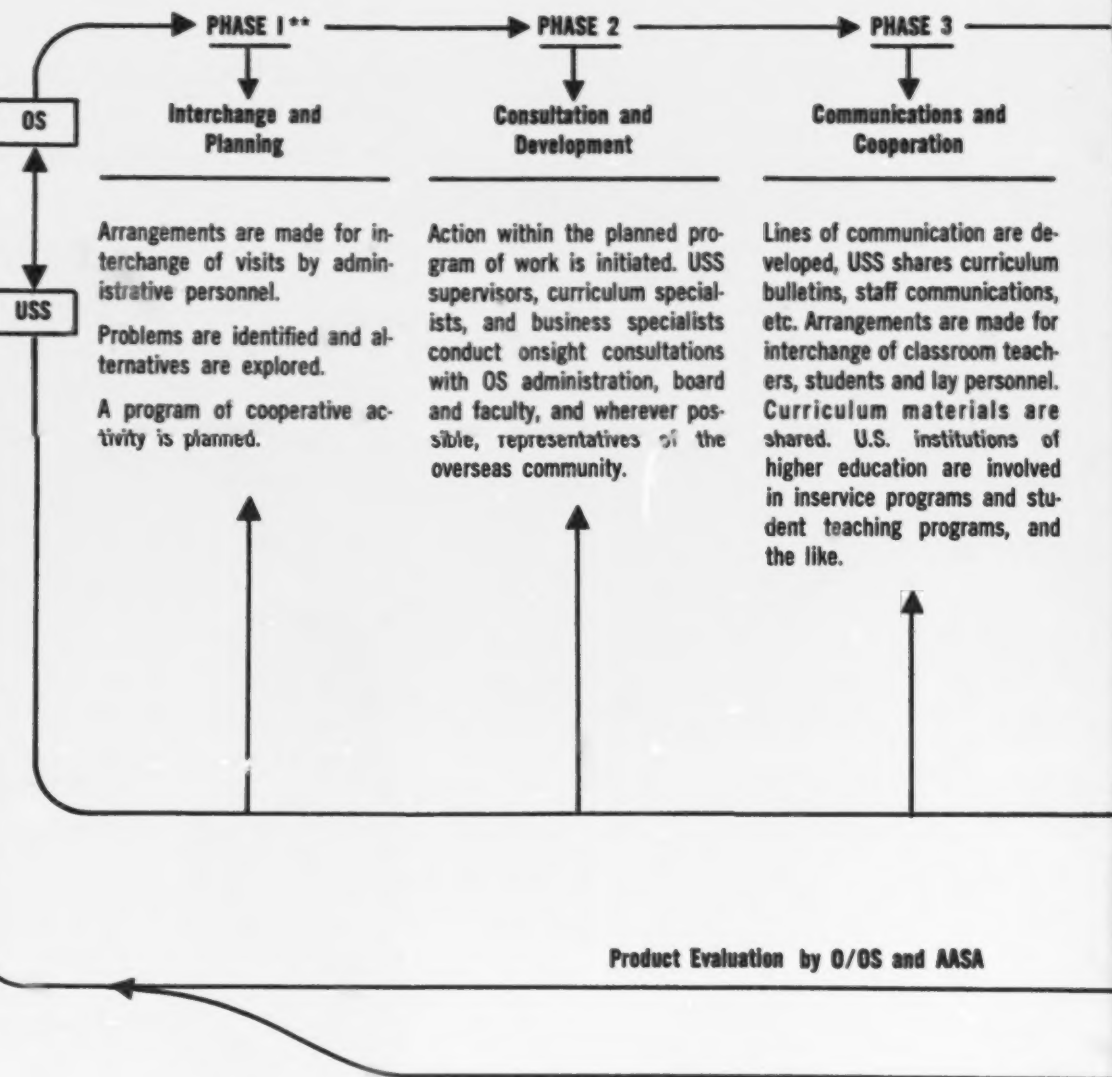
Initiation of request for pairing may originate with anyone of the participating institutions or agencies.

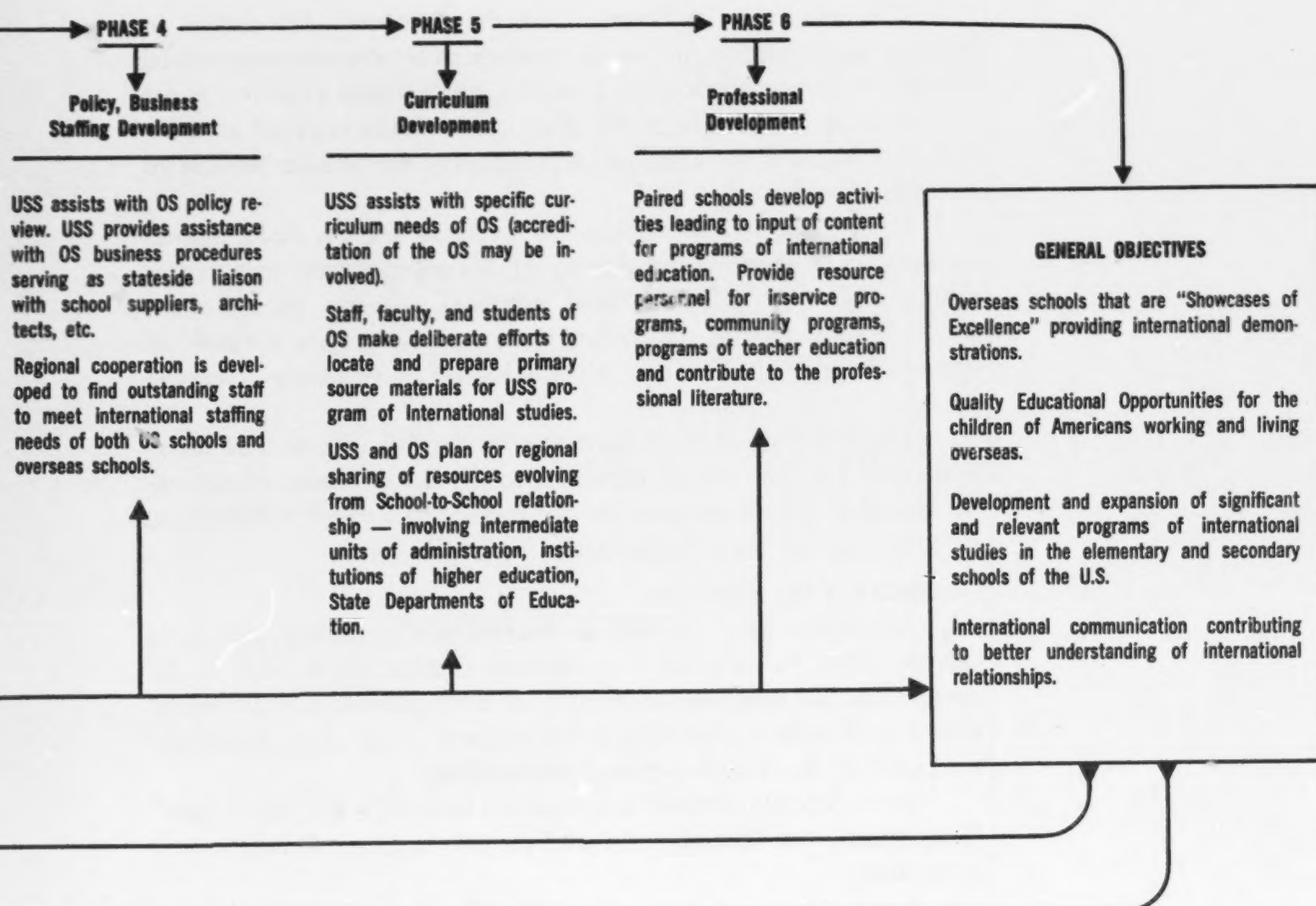
Data gathering and preparation of a recommendation are the responsibilities of AASA's Associate Secretary for International Education.

After pairing, the relationship becomes the primary responsibility of the paired schools with assistance from the AASA and the O/OS.

*This Schematic Presentation has been developed by the American Association of School Administrators as a guide to relationships for administration of the School-to-School Program under U.S. Dept. of State Contract No. SCC-31758.

**Phases are indicative of developing relationships, progressive addition of new activities and are not mutually exclusive.





individual teacher. Resource materials are made available and joint curriculum committees benefit from the consultive services of teachers and supervisors who have had overseas experience.

In Bucks County, Pennsylvania, and Westchester County, New York, involvement in the School-to-School Program has led to the creation of intermediate unit coordinating councils for international education. These councils have inventoried the international activities of more than twenty school systems in each instance and provide a line of communication for developing awareness of such activities and cooperative opportunities.

Six school systems in Massachusetts have informally joined to share the opportunities arising from their School-to-School projects. In California the State Association of School Administrators has acted to include a section in their annual meeting for those involved in School-to-School projects or interested in education for world understanding.

In at least one instance the benefits of School-to-School contacts have been spread over four southern states through a joint project sponsored by the state departments of education. Entitled "Regional Education Agency Project in International Education," the total project included the states of Texas, Alabama, Tennessee and Louisiana.

The extensive involvement of the Southern Association of Schools and Colleges in the accreditation of American-sponsored schools in Latin America has provided international experiences for many educators throughout that Association. Other regional accrediting associations have accepted responsibility for similar services to overseas schools.

Eight regional associations of overseas schools hold annual meetings which involve a sharing of School-to-School experiences among their many professional activities. Cluster groups have spontaneously sprung up within these associations as a result of opportunities to share among schools located in relatively accessible areas.

The activities of the Association for the Advancement of International Education are so important to the development of successful School-to-School projects and the total School-to-School Program that they deserve separate treatment in this discourse.

Community Involvement

Americans have become so internationally mobile that it is commonplace for citizens of a stateside community to visit or do business in the overseas community of their partner school. When such trips include a short stop at the overseas school, they strengthen the bonds of the School-to-School partnership.

Often School-to-School relationships dovetail with "Sister City," "Sister State" and "People-to-People" projects in a way to complement each other.

Personal visits to the partner school by individual board members have enhanced School-to-School relationships in many instances. While business matters are more likely to bring the overseas board member stateside than vice versa, there have been many instances of overseas visits by stateside board members.

Sharing information about the School-to-School project through service clubs, social clubs and other community organizations helps

to enlist the interest and support of many citizens and extends the project relationships in both breadth and depth.

Summer Seminars

The overseas school with its facilities, teaching personnel and close relationships with the host country offers great potential as a center for summer study activities.

The Lexington, Massachusetts, school system, working with the American School in Puebla, Mexico, as an outgrowth of involvement in the School-to-School program, has organized a summer experience for thirty young people from Lexington. The Puebla facility served as a work and study center, students lived in private homes in the community, and learning experiences ranged from visits to the Museum of Anthropology in Mexico City to the archaeological digs on the campus of the InterAmerican University.

The Winchester, Massachusetts, school system organized a summer experience in Italy with cooperation from the Overseas School of Rome. After a week in Rome for orientation, the students moved to the geographic region near Florence where, under the direction of an American artist in residence there, they studied the great contributions of that region to western art and culture.

Participating school systems in Pennsylvania and Minnesota are studying the feasibility of similar summer learning experiences in Greece and India.

Student Teaching Programs

Colleges and universities located in Alabama, Maine, Michigan, Minnesota, New York and Ohio have, as a result of their contacts with stateside School-to-School partners, discovered the potential offered by overseas schools for student teaching experiences abroad. In 1968-69 nearly 100 student teachers had an opportunity to combine their practicum with significant overseas experiences in Africa, Europe and Latin America. Those experiences constitute a significant contribution to the preparation of teachers of the elementary grades, secondary social studies and foreign languages.

There is potential for expansion of such overseas student teaching programs, but care needs to be taken to assure that quality of the classroom experience is not unduly sacrificed in order to take advantage of the opportunity for an overseas experience. Program models are needed before there is any great expansion of this effort.

The Association for the Advancement of International Education

The Association for the Advancement of International Education grew from the involvement of stateside and overseas school administrators in the School-to-School Program. These administrators, dedicated to the cause of providing equal educational opportunity for American children wherever they are and committed to the improvement of education for world understanding, created AAIE as a vehicle for cooperative effort.

AAIE was incorporated in the State of Maryland on July 6, 1966. The purposes as stated in the charter are—

a. To discover and develop ways and means for improving international understanding through international education and to



Volleyball becomes an international game in Kabul, Afghanistan.

broaden the dimensions of education of all schools involved in the School-to-School project in the interest of strengthening all phases of a total program of education.

b. To improve upon the quality and excellence of teaching and learning in the American-sponsored overseas schools and the United States schools involved in the United States Department of State School-to-School project.

c. To facilitate communication and cooperative action between and among all schools associated with the School-to-School project.

d. To facilitate cooperative action with other federal, state, local, or nongovernmental agencies in the field of international education.

Largely due to the efforts of AAIE, the educational needs of American youth overseas and the potential for their schools to join in cooperative efforts with schools in the United States were brought to the attention of AASA. Ultimately these efforts led to AASA's contract relationship with the Department of State's Office of Overseas Schools for the development of the School-to-School Program.

AAIE's annual conference for administrators interested in international education, and particularly the School-to-School Program, is scheduled the day before the annual February convention of the AASA in Atlantic City, New Jersey. The annual conference provides an opportunity for a worldwide sharing of experiences in School-to-School relationships and serves as an informal forum for evaluation of the School-to-School Program. Scheduling of the Conference at the time of the AASA convention provides an opportunity for overseas administrators to identify with stateside professional administrators.

The Directors of AAIE serve as members of the AASA Advisory Committee on International Education, further strengthening the ties between these professional organizations and the School-to-School Program.

Annual Review

The School-to-School relationship established within a project is viewed as a continuing, open-ended relationship that will continue and grow over a number of years. The annual review and report to the board of education is essential to the maintenance of these relationships.

Successful projects are formally reviewed at least once each year and a formal proposal for activities for the ensuing years is shared with the boards of education. The AASA and O/OS serve as friendly third parties in the evaluation of both the process and the products of School-to-School projects. The annual reports of project activities provide valuable sources of articles for the *AASA International Newsletter* which serves to communicate information about successful project activities.

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